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Special!
LANGUAGE TRAINING

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Bulletin

OFFICE OF TRAINING

June

July

1963



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Many years ago Heywood Broun said that when he was in college he had studied beginner's French, but that later when he went to Paris he found that no one there spoke beginner's French.

In This Issue ...

You're not interested in foreign languages? You couldn't care less about the current status of training in the foreign language field? Most of this issue is not for you, then. We have the usual news sections, schedules, and directories. But we have devoted most of the magazine to foreign language training, in the belief that this is an area of growing and more than usual importance....to the Agency, to the government, and to the American people as a whole. There's a condensation of a long intelligence report on a Soviet language school....interesting, maybe somewhat exaggerated. There's comment on the report and some balancing remarks by a well known scholar. Another article tells of the advances in the teaching of languages in this country, but ends with some cautions about the dangers of faddism. Other features describe language training programs in various U.S. Government departments and in CIA, and give current information about the Agency's language awards, language testing, labs maintained for your use when studying foreign languages, and the various programs available to you in the Agency.

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DEPENDENTS Children of Agency employees who attend Americans Abroad Orientations or any other OTR instruction given to dependents must be at least 18 years of age. Exceptions to this will require approval of the Registrar, OTR.

**ARLINGTON
TOWERS
PARKING** New restrictions on parking in the Arlington Towers area went into effect 6 May. From that date, parking in the immediate area of the apartment buildings, i. e., on the roads or lanes on Arlington Towers property, is for tenants only. Others parking there will be given a warning the first time; cars will be towed away on the second offense. Special police have been hired to enforce this regulation.

Agency students at the Language and Area School in the Washington Annex of Arlington Towers may park free in either of two large parking lots located on the opposite side of Lynn street from the apartment buildings and the shopping center. These lots can be reached easily from either the Rosslyn Circle area or from Arlington Boulevard.

**AUDIT
STAFF** The Audit Staff of the Office of the DCI has moved to Quarters Eye. [REDACTED] Training Officer, is now in Room 2519 Quarters Eye, extension 2061.

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JOT's The program of training of the Junior Officer Training Class of July 1963 will begin on 15 July. The Headquarters phase will last nine weeks, ending on 13 September. Operations training will begin 16 September.

**AUDIO-
VISUAL
AIDS** OTR's Instructional Services Branch has been temporarily relocated. The Chief's office is in 1D-1610, extension 5533. Audio-Visual Aids personnel are in GD-59, extension 5554. Graphics Aids Section is in GJ-06, extension 5551.

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BULLETIN BOARD

CLERICAL TESTING Clerical Skills Qualifications Tests are now given in the typewriting classroom in the Washington Building Annex of Arlington Towers (in the same area where the OTR Language and Area School is quartered). Registration is arranged by Training Officers or Personnel Officers directly with the Clerical Refresher Training Office, extension 2100 (note that this is a new number). Results of the tests are sent to Personnel Officers. The testing schedule for July, August, and September follows. It has not been possible to give the time of the test in most cases; Training Officers or Personnel Officers should inquire about the time when they register an employee to take the test.

QUALIFICATIONS TESTS	DATE	TIME	TEST
	8 July		TYPEWRITING
	9 July		SHORTHAND
	29 July	9:20 A.M.	TYPEWRITING
	30 July	9:20 A.M.	SHORTHAND
	12 August		TYPEWRITING
	13 August		SHORTHAND
	3 September		TYPEWRITING
	3 September		SHORTHAND

Pretests for Clerical Skills courses will also be given in the typewriting classroom of the Washington Building Annex of Arlington Towers. These pretests are given to all candidates for typing and shorthand courses and serve to show the degree of skill the candidate already possesses. The pretests are given at 9:20 A.M. according to the following schedule:

For the 1-26 July course:

26 June--typewriting pretest
27 June--shorthand pretest

For the 5-30 August course:

31 July--typewriting pretest
1 August--shorthand pretest

For the 9 September-4 October course:

4 September--typewriting pretest
5 September--shorthand pretest

PRETESTS

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In the summer of 1774, when the struggle for freedom of the British colonies in North America was beginning to take shape, John Adams wrote as follows to his wife Abigail:

"I must entreat you, my dear Partner... to take Part with me in the Struggle... Rouse your whole attention to the Family, the stock, the Farm, the Dairy. Let every article of Expense which can possibly be spared be retrenched. . . .

"Above all... let your ardent Anxiety be to mould the Minds and Manners of our Children... Fix their ambition upon great and solid Objects, and their Contempt on little, trifolous, and useless ones. It is Time, my dear, for you to begin to teach them French."

YET....

Shortly after the Revolutionary War John Adams, in a letter addressed to the Treasury Board from Paris, observed: "I found myself in France ill versed in the Language, the Literature, the Laws, Customs, and Manners of the country and had the mortification to find my colleagues little better informed than myself, vain as this may seem." Referring to Benjamin Franklin, Adams noted that he "spoke the language imperfectly and was able to write bad French."

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A Soviet Language School

(Editor's Note: The following information on Soviet language-teaching methods is extracted from an intelligence report on a visit to the First Moscow State Pedagogical Institute for Foreign Languages, the best known and largest of the pedagogical universities for foreign languages in the USSR. Only European languages are taught at the Moscow Institute; however, according to the source of this report, plans of instruction and instructional methodology are bindingly prescribed by the Ministry for Higher and Specialized Secondary Education and are probably the same or at least similar at all pedagogical institutes of foreign languages.)

Basic instruction is given in 30 to 32 hours a week of lectures and exercises in the classroom; individual study occupies the remainder of the student's time. He gets substantial assistance in his individual study from the language laboratory, which is open from 0800 to 2300 daily.

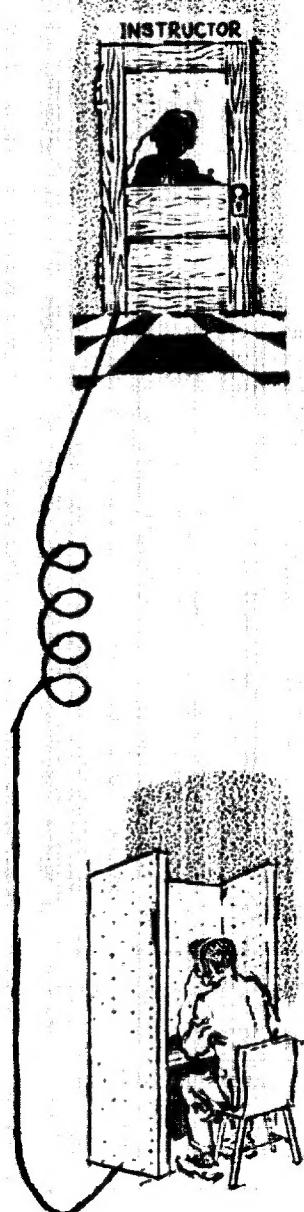
Each student must complete 100 assigned exercises during the school year, about half in the classroom and half during private study in the language lab. Of these exercises, 30 percent are in phonetics, 40 percent in spoken language practice, 10 to 15 percent grammatical, and 15 to 20 percent translation (for those studying to be translators this last percentage is larger.)

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FACILITIES

With a good organization and an enrollment of from 400 to 500, the following facilities and equipment are considered sufficient:

1. A central control center, with
 - 5 tape recorders
 - 2 tape playback instruments
 - 2 amplifiers
 - 1 telephone switchboard
 - 1 radio control
 - 1 record library
 - 2 movie projectors
 - 10 slide projectors
 - 1 epidiascope (combined opaque and transparency projector)
2. A sound room equipped with 14 booths or sound-proof compartments connected to the control center and to the teacher and provided with microphones and headsets. Here students may do exercises, receive personal instructions or correction from the instructor, have their work recorded for later analysis in the classroom, etc. Students must assume at all times that they are being taped and that the instructor is listening to them.
3. A language lab with from 30 to 35 booths each equipped with tape apparatus. This lab is for individual study and for exercises on which activity reports must be turned in. A lab assistant keeps a card for each student on which are listed all exercises assigned him; as he performs the exercises they are checked off, thus providing the instructor a running check of the student's industry and stage of training.
4. Ten classrooms, each connected with the control center and equipped with loudspeakers and microphones (without soundproof booths, so only one student can be taped at a time by the control center); each room also has a projection screen and connections for projectors.
5. A movie projection room.
6. A small workshop.

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PHONETICS

The introductory course begins with theory, and practical exercises on individual phonemes are somewhat in the background. Not until the beginning of the following "normative" course, which covers a three-year period, do they develop and establish the facility of the students by means of practical exercises. Work is done with the tape recorder and in class on the sounds of the foreign language, with exercises and readings of progressive difficulty.

GRAMMAR

Grammatical exercises are performed by the student in individual study in the language lab. For these exercises, double-track tapes are used. On track I, a specific grammatical problem is presented to the student: for example, the correct use of the preposition "in" with the subject "Ich", the predicate "fahren" and the object "Stadt". The student gives his answer on track II and then compares it with the sentence as spoken by the teacher on track I. The student is given an exactly prescribed amount of time for his answer and when that time has passed he can no longer hear the correct text since the tape is controlled by the lab assistant. This method forces the student to prepare the exercise at home and to concentrate more during the work in the sound room. Also, since the spoken word serves as the pattern, he is not distracted by the printed text from his practice in free speech and assimilation of the spoken language.

Dictation is combined with the grammatical exercises. In addition to the saving of time and instructors, the Institute believes that taped dictation has an advantage in that various speakers can be employed and the student can get used to different voices. The student corrects his own dictation exercise from a printed text given him after the dictation. Some exercises call for the student to transcribe a dictation, translate it, and then analyze it grammatically.

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VOCABULARY

In order to expand the vocabulary range of the students, slides or movies are used. The Institute considers that the advantage over pictures in books is in the rapid switching of the pictures; the instruction is livelier and the pace demands a high degree of attention and concentration by the students.

FREE CONVERSATION

The Moscow Institute gives instruction in free conversation, or presentation of one's own thoughts, in four stages, with audio-visual aids at each stage. In the first, the tape recorder is used especially for phonetic analysis; in the second, phonetic, grammatical, and vocabulary exercises are coordinated with the help of slides and the tape recorder; in the third stage, free conversation is developed by working with tapes and movies in reading, repetition, and translation; in the fourth, the student is expected to have enough fluency to speak more or less extemporaneously on an assigned subject.

Movies are an important teaching aid; scientific, cultural, educational, industrial, newsreel, and feature films are used. The choice depends on the language abilities of the class (not more than 20 new words are supposed to appear), a generally understandable and clearly arranged content, and a theme which will provoke the student to spontaneous discussion. Feature movies and newsreels are shown only to the most advanced students as they call for a greater fluency of expression, a capacity for description, and some emotional experience and the ability to reproduce it. These movies may be used in many ways in instruction; three are mentioned here: summarizing the content of the film after viewing it; acting as narrator for a second running of the film; free discussion stimulated by the film.

TRANSLATION

In view of the growing importance of conference translation and its increasing difficulty, great emphasis is

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placed on work with the tape recorder and every opportunity is seized to improve understanding of the spoken language. Technical aids, especially the tape recorder and movies, are considered indispensable in this instruction.

Meanwhile, Back In The States...

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By ██████████ Head, Department of Slavic and
East European Languages, LAS/OTR

The intelligence report summarized above gives us a picture of the Russians' number-one language-teaching installation--the First Moscow (Pedagogic) Institute of Foreign Languages. This is a showpiece which has become a "must" for visitors to the Soviet Union, who have described its accomplishments as typical of all second-language teaching there. Severe critics of American education like Admiral Hyman Rickover have also exaggerated the high quality of Soviet language teaching, together with science and mathematics, so that the Russians have in many ways come to appear "ten feet tall" in all fields of training.

Quite another picture emerges if one follows the Soviet educational literature and interviews ex-Soviet citizens. The fact is that the excellent plant and procedures described by the source of this report are not the norm in the U. S. S. R.

What follows will try to spell this out in some detail, comparing and contrasting with it the situation in the United States, and in the OTR Language and Area School, which is committed to "new key" instruction, based on scientific linguistic principles.

During the past ten years, Soviet education in general and language training in particular have been in the throes of a continuous reform. The most severe critics

have been Russian educators themselves who have attacked the "conscious-comparative" method, which is much like our traditional "grammar-translation" approach. This situation was compounded by Stalin's xenophobia, which resulted in an unfavorable atmosphere for foreign tongues; to evince too great an interest in alien languages, cultures, and people could be "unhealthy" for the individual, who might come under suspicion of being a "decadent bourgeois" or a "rootless cosmopolitan." A hermetical Iron Curtain denied teachers chances to perfect their control of the languages they taught, resulting in poor pronunciation and other defects stemming from the failure to hear a tongue as spoken by native speakers.

Reform efforts have followed one another in rapid succession, but they all proclaim the objective of emphasizing the spoken phase of language training. A Council of Ministers' Decree in 1961 was devoted to "The Improvement of Foreign Language Instruction" and it complained that, "Most graduates of our secondary schools have a poor command of the spoken language and can only read with the aid of a dictionary."

Unwitting observers of the Soviet language scene fail to draw a distinction between two types of instruction: second-language teaching as given in ordinary schools, and as given in special language schools. The First Moscow Institute is, without a question, the most successful exemplar of the latter.

In the ordinary school, youngsters begin language study in grade five (at age 11 or 12) and continue it for six or seven years until their graduation from secondary school, for a total of 728 contact hours. Some additional training, mostly for purposes of reading, is required in most college curricula. Instruction in these schools is comparable to traditional language teaching in most countries--largely inferior but relieved here and there by excellent teachers and methods. At any rate, about 95 percent of all secondary school youngsters in the Soviet Union are enrolled in a modern language--German, English, and French, in that order of frequency--as compared with about 20 percent in the United States.

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It is, however, the special language schools which have elicited so much favorable attention in the world press, and these are certainly superior to the regular schools. A few years ago an experimental method of teaching foreign languages from the first grade on was initiated. Special schools instruct youngsters in either German, English, French, Hindi-Urdu, Arabic, Persian, or Chinese, almost from their first school days, while gradually other subjects are taught in the foreign tongue; for example, by the seventh grade, geography and history are presented in it. The regime intends to create at least 700 of these schools by 1965, but at present there are apparently fewer than 100.

The mainstay of this special training lies in the system of pedagogic institutes, of which there are over 100, many of them offering foreign language majors, and of which 12 are exclusively devoted to language, as is the First Moscow Institute. These are unique institutions from which the regime fills its national needs not only in language teachers, but also translators, interpreters, personnel for intelligence work, and polylingual newspapermen. Some 18,000 students were enrolled in these schools in 1955, the majority in the normal five-year course, while interpreter candidates take six years. All students must study psychology, pedagogy, physical education, Marxism-Lenism, and philology, but over half of the 4,824 hours in the five-year sequence are devoted to courses which allegedly offer practice in the speaking, understanding, reading, and writing of foreign tongues. Each student has a major language, usually, English, German, French, or Spanish, and a minor language, as well as 60 hours of instruction in Latin. There are few parallels to this heavy exposure either in the United States or elsewhere. (In full-time intensive courses at the Army Language School, the Foreign Service Institute of the State Department, and the CIA, it is fairly standard to devote between four and six months to West European tongues, nine months to a year to languages of medium difficulty such as Russian and Arabic, and 18 months to two years to character languages, such as Chinese, Japanese and Korean.

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In the USSR the pedagogic institutes and the state universities are mostly concerned with Western tongues, while Eastern and African idioms are concentrated in a few places only. The main centers for the Far Eastern group are the Institute of Eastern Languages at Moscow State University and the Oriental Faculty of Leningrad State University, both of which also offer Middle Eastern and African tongues. Curricula are normally six years, and there has been a tendency to move in the direction of the integrated "language-area" concept developed by the language and area centers of American universities. In addition, under the Academy of Sciences there is the Institute of Chinese Studies, the Institute of Ethnography, with branches at Moscow and Leningrad, and the African Institute. All of these perform research and some teaching.

Scant information is available on teaching done directly in Soviet government installations. Apparently the Institute of International Relations, under the Ministry of Foreign Affairs, is the main training ground for foreign service officers and personnel. Basic curricula there are of six-years duration and include Soviet social sciences, geography, and the like, as well as training for each student in a major and a minor foreign tongue. A large portion of training time is allotted to language study which is evidently semi-intensive --hence the fact that so many overseas Soviet representatives are fluent in the languages of host countries. Under the same ministry is also the Higher Diplomatic School. In addition, there is the Military Institute of Foreign Languages, recently reorganized, which offers Western European tongues, and in connection with it, the College of Eastern Languages, with several thousand students, mostly enrolled in Chinese, Japanese, Arabic and Hindi-Urdu.

The fundamental difference between the Soviet concept of full-time intensive instruction and ours can be briefly stated. In American schools, including that of CIA, there is a two-way approach, based on a division of function between the "scientific linguist" who administers the course and instructs the students in the theoretical aspects of the sound and structure of the target

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language, and the "native speaker," whose task it is to provide abundant drill and practice in the language. In the U. S. S. R., compartmentalization marks the approach, with one professor teaching grammar, another phonetics, another lexicology, another translation, and still another composition, while another takes care of oral-aural practice. The Soviet pedagogical journals are full of criticism of this system, with complaints that each instructor goes his own way and that the effort is not coordinated, as it is here, with the scientific linguist riding herd over the entire operation. Such an approach also perpetuates exactly what modern American doctrine attempts to reduce--talking about the language rather than practicing it. By the admission of responsible Soviet educators themselves, a tremendous waste of time results from the excessive theorizing and analyzing of grammar.

The American intensive approach prefers to place the emphasis on active drill in which the student learns to manipulate progressively more difficult patterns in the language, starting with simple basic sentences and proceeding to more abstract structures, until he is able to engage in "controlled conversation," acting out real-life situations which might be encountered in daily living and working in a foreign country. Active and passive work with tape recordings in the laboratory adds impact to classroom activity.

Another point of difference is that in the USSR, in both the ordinary schools and the special language schools, much less use is made of audio-visual equipment, with language laboratories still an innovation. Notable exceptions to this are the First Moscow Institute, and some others. Teaching staff at the Gor'kiy and the Riga Pedagogic Institutes staged a full-scale revolt against the official curriculum and old-fashioned practices, had a first-class laboratory installed, and slanted instruction toward the oral-aural phases in a manner reminiscent of the best American practices. From all indications, much of the language-lab equipment remains unused in the USSR and even where it is employed it is limited mostly to passive listening without recording by the students and other active techniques common here.

The Soviets are also far behind in supplying cultural and background material regarding the speakers of the target language. There is evidence that they are copying certain aspects of the coordinated language-area approach which has been highly developed in America since World War II. A look at texts, which are generally much more traditional than our best examples, reflects the narrow scope of the reading selections, which must be taken from left-wing or "progressive" writers or works showing the worst features of Western societies (The Grapes of Wrath, Oliver Twist, etc.) At the First Moscow Institute and sister schools a mere 36 hours is given in the "Recent History of the Country Speaking the Language Studied", with a few optional courses thrown in on geography, culture and the like. And it should be borne in mind that the Soviet system itself acts as an inhibiting force here, since all other cultures must be viewed through the prism of Soviet Marxism and the prevailing "line."

At the same time, Soviet foreign-language pedaogogy reveals little "cross-fertilization" from other disciplines. In the United States, thanks in part to the National Defense Education Act, considerable research is being done in improved teaching methods and testing, involving psychologists, educational specialists, and experts from other disciplines. In the U.S.S.R. there is little such research and in educational psychology, for instance, the classical Pavlovian "conditioned reflex" theory still prevails. More striking than this, a strict dichotomy exists between linguistics and language teaching. Gordon F. Fairbanks, Professor of Linguistics and Russian at Cornell University, had this to say in his report, Linguistics in the U.S.S.R., based on a recent trip there:

"In the Soviet Union, it is not generally realized that linguistics has any particular application to foreign language teaching. Whenever I asked about this, at the schools, institutes or universities, I either received a definite "no" as an answer or they were puzzled and wondered what I was talking about."

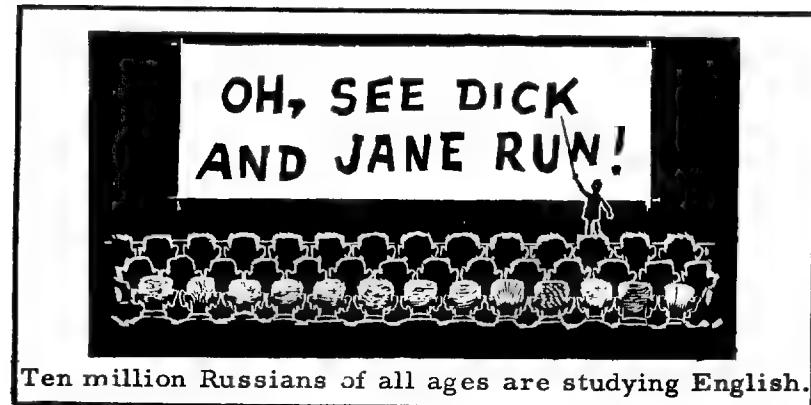
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Finally, our brief comparison leads us to a conclusion which takes the form of a dilemma. The Soviet Union has a heavy commitment to language teaching, long sequences, heavy exposure, but wastes time in excessive analysis and abstract discussion. In the United States, our commitment appears small and half-hearted, despite much lip-service, with short sequences often interrupted by "more important considerations," light exposure, and a permissive attitude toward the study of language which prevents us from building up any large pool of lingual skills.

The Soviets like to repeat Karl Marx's dictum that "Language is a weapon." On that basis they are willing to allot abundant time to second-language study--the element most lacking in our own situation.

If American language specialists could only involve students for more extensive periods, there is good reason to believe that they would be able to turn out graduates with advanced language capabilities in far less time than the five or six years allotted by the Soviets. The fact that a goodly percentage of the alumni of intensive United States programs of only 6 to 12 months reach intermediate and even advanced control of the target language supports this belief. It is for such reasons that the United States is rapidly becoming the leading center of training in applied linguistics, with many foreign students and teachers pursuing this field in our schools.



Ten million Russians of all ages are studying English.

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The late Secretary of State Dulles, testifying before the 85th Congress in 1957, pointed out that less than one-half of our Foreign Service Officers had a practical speaking and reading knowledge of any foreign tongue, and that no more than one-fourth of the incoming trainees could function at all in any language other than English. On another occasion Secretary Dulles said that the United States was at a serious disadvantage because of the difficulty of finding persons who can deal with the foreign language problem. "Interpreters are no substitute," he said.

There are in the United States some 20 million speakers of languages other than English. In New York City one American in ten is a native speaker of Spanish; Louisiana has about 400,000 French-speaking "natives"; there is much fluent German in the Midwest, Italian in many of the big cities, Chinese and Japanese on the West Coast and in Hawaii, and Russian, Polish, and Scandinavian scattered throughout the nation.

Yet this vast reservoir is largely wasted--often purposely. A misguided interpretation of "melting-pot" Americanization leads second-generation Americans to shed their knowledge of their Old World language. The connotation of the immigrant as poor and therefore "un-American" has depleted what otherwise might be the most perfect and inexhaustible pool of future teachers. It ought to be easy, for example--and from the slum-clearing point of view invaluable--if, in addition to the worthy effort to teach Puerto Rican youngsters English, some of the brightest could be tapped, encouraged, and supported for their ability to be bilingual and their promise to become teachers rather than dishwashers.

Three-quarters of the world's population speak languages taught little or not at all in American colleges: Hindi, the tongue of 150 million, is offered at only about a dozen universities; Chinese, the official language of 650 million, is offered at only 35 colleges; Arabic, linguistic key to the entire Middle East, is studied by hardly more than 600 students in all our higher institutions.

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New Methods

New Attitudes

Foreign Language Comeback

CPYRGHT

The world of education itself tended to play down the importance of foreign language study. Since the beginning of foreign language study does require a modicum of hard work, the trend toward the elective system led great numbers of pupils away from such effort. This was compounded by the worst imaginable instruction in many schools.



With the fatalistic "realism" that often perverts American education, many colleges went along with the trend. By 1961 fewer than one-third of all the nation's accredited liberal arts colleges retained a foreign language entrance requirement. The rest had given in to pressure by the high schools and dropped the prerequisite.

(This material is excerpted from an article in SATURDAY REVIEW, 16 February 1963, by Fred M. Hechinger, Education Editor of the N. Y. TIMES.)

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A report of the American Youth Commission on "What the High Schools Ought to Teach" published in 1940 said the "traditional" academic subjects, including foreign languages, were responsible for driving pupils out of school. In 1944 the Educational Policies Commission of the National Education Association published its influential "Education for All American Youth", which included languages among the "peripheral" subjects. They might best be studied on the student's own time, taking up perhaps two and a half hours each week, it was suggested. Shortly thereafter the U. S. Office of Education, in a recommendation for a "Life-Adjustment Education" program, gave no place to foreign language study at all.

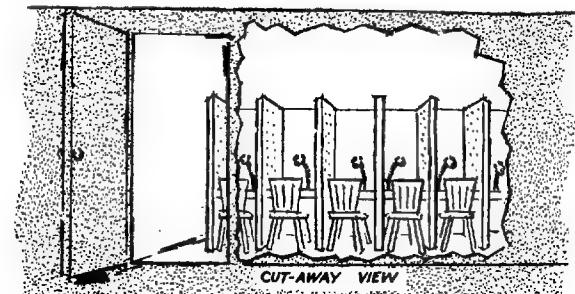
The situation began to be reversed with the beginning of World War II. The major reversal, however, did not take effect until the 1950's. By 1960 over 40 colleges had restored the entrance requirement. The passage of the National Defense Education Act, with important support for foreign language teacher training and instructional equipment, made 1958 the year that turned the tide. Between 1958 and 1960, for example, the percentage of high school students enrolled in foreign language classes had risen to 29.3. Since 1958, 11,250 foreign language teachers have been retrained under the NDEA.

More important than statistics is the rethinking that has taken place as to the timing of foreign language study. In 1955, foreign language enrollment in the nation's elementary schools stood at 271,600. Today it is estimated to be well over four times that number. The gain is not only in an early start; it makes possible a long consecutive study of the same language, with eventual true mastery.

The key to a truly successful language program remains, of course, the teacher, and the teacher problem remains serious. Certification requirements in many states are far short of assuring even the most basic conversational ability in the language the teacher is expected to teach. One real dilemma is that most of today's teachers started their language training at

the age of 14 or 15 and were raised in the grammar-vocabulary-translation tradition. Fortunately a good start has been made to improve matters. As previously mentioned, the NDEA has set off an avalanche of retraining which has been growing in size and impact each year. This year there will be 83 summer institutes for teachers sponsored by the government under NDEA. An ambitious project conducted by Indiana University and financed by the Ford Foundation proposes to make available modern language instruction with the latest methods to every high school in Indiana; model teachers are to be trained at the university and university experts are to offer technical and professional help to any high school teacher or administrator who asks for it.

While the past ten years have seen an almost miraculous mushrooming of language study in the United States, the movement is not without its dangers. Like all novelties in American life, the ingredients of the school reform movement--and improved modern language teaching and learning is surely one of them--tend to be embraced as status symbols rather than as educational effort. If Scarsdale has a new language lab, the educational status-seekers say, "Let's buy one, too." If New Trier offers early French, others want to top this by starting a year sooner. If Fairfield or Shaker Heights has switched to the "New American Method", then competing systems will make sure that none of their teachers dares to teach grammar or engage in drill and dictation at all.



There are disturbing reports that language labs stand unused in many schools which prize possession above practice, and that many others are misused as an inefficient crutch by inefficient teachers. There have been instances where modern languages were introduced in the elementary schools because "it's the thing to do," without prior effort to get good teachers or to make certain that the new offering hitches onto the regular train of study in junior high and high school. The Modern Language Association says bluntly that "hundreds of communities have ignored our warnings against faddish aspects of this movement and our insistence upon necessary preparations."

Fortunately, there are now in the process of experimental production new materials, ranging from new textbooks with accompanying tapes and records to programmed instruction (teaching machines and books), which will give the student an opportunity to move beyond polite conversation to true spoken and written fluency.

Whatever the timing or method, interest in foreign language study should not be allowed to become excessively preoccupied with technique or even accomplishment, to the neglect of the deeper implications of the use of a language. It is quite possible to be an accomplished linguist and to be illiterate and dull--even though fluent--in several languages. There is need for a warning, as new methods and materials are selling their superiority, that the old-fashioned ingredients of language study are still hard work and much practice. "In six easy lessons" is an old come-on and a phoney one. Modern methods and electronic teaching aids have made language learning more efficient and study more interesting, but success still depends on the student and his mind.

There are 3,000 languages in the world and the number of official languages increases steadily as new nationalisms continue to elevate obscure dialects to official status.

GOVERNMENT LANGUAGE PROGRAMS

During fiscal 1963, over 1,100 CIA employees studied a foreign language under Agency auspices: 597 of them were enrolled in classes or tutorial programs at the OTR Language and Area School; 507 studied before or after hours in the Voluntary Language Training Program; and 60 were sent to schools outside the Agency for language training. These numbers of trainees make CIA one of the "big three" in the government language-training field.

Many departments of the U.S. Government need people trained in foreign languages. Chief among these, of course, are the State Department, the Armed Services, and CIA. Each of these three major users of languages has established its own language training school; there is, in addition, considerable interchange among them as it is not practical or economical for each to set up programs in every language.

State's language school, a part of the Foreign Service Institute, was founded in the late 40's and offers a wide range of languages. USIA and AID use the FSI language facilities in training their overseas personnel.

Language training for the Armed Services and other parts of the Department of Defense has recently been consolidated into the Defense Language Institute, under sole managership of the Army.

CIA's Language and Area School is now 11 years old and has very extensive capabilities. Although occasionally it is necessary to send CIA people outside

for language training, LAS can meet the overwhelming majority of the requirements laid on it, as indicated by the figures above (only 60 trained externally out of almost 1,200).

About nine years ago, at the instigation of OTR, an Interagency Language Round Table was established, bringing together representatives of all government agencies with an interest in language training to exchange information on available programs and personnel and to consider common action on problems of common concern.

Since publication of THE UGLY AMERICAN, which if nothing else expressed a growing concern in the country about the qualifications of our overseas representatives, the U. S. Congress has taken an active interest in language and area training for all who might be considered U. S. foreign service officers. This interest was first expressed in concrete terms in the 1960 amendments to the Foreign Service Act which required the Secretary of State to designate specific levels of linguistic proficiency as qualifications for all posts under his control; the deadline for establishing these qualifications is the end of fiscal 1963.

One consequence of this requirement has been a change of emphasis in State's language training program: formerly more concerned with establishing competence in so-called world languages (French, German, Italian, Spanish), FSI now gives much more attention to the "hard" languages, including those of Southeast Asia and Africa. Incentives have been established in the Department to insure that the heavy investment of time spent in learning the more difficult languages will not hinder the career progress of those officers who undertake this study. Additional policies on benefits to be given to officers entering the Foreign Service with a language competence are currently being formulated; one possibility is in-grade steps above the usual entrance level. (USIA now has an informal policy of giving one in-grade raise for each demonstrated useful level of language proficiency up to a limit of four

State

raises, plus the possibility of a full grade raise for competence in rarer languages.) It will, of course, be some time before the results of these policies can be assessed.

Defense Since the setting-up of the Defense Language Institute, several language policies of one or the other of the Services have been extended to the Defense establishment as a whole. One of these, previously a requirement only for air attachés, is DOD insistence that all attaché personnel be qualified in the language of the country to which they are assigned. Language requirements are also being set for MAAG and Mission personnel and in the Special Forces. An order now in effect requires that Marine guards at U. S. embassies have at least minimum qualifications in the language of the country in which they are stationed. In addition, the Defense Department is now engaged in a heavy R&D program in the field of language teaching (a program from which CIA will undoubtedly profit as results become available.)

CIA Since February 1957 the Agency has had in effect its language awards program, unique among government agencies, which pays cash awards for demonstrated linguistic proficiency. This program has given Agency language training a big push, contributing to formation of a much better inventory of linguistic skills. As expected, we have made great gains in the common languages; much remains to be done in the less common languages. A recent step in this direction was the addition of an African language department to the OTR Language and Area School. Besides the African language program, LAS can now offer instruction in Arabic, Bulgarian, Chinese, Czech, Danish, Estonian, French, German, Greek, Hungarian, Italian, Japanese, Korean, Latvian, Lingala, Lithuanian, Persian, Polish, Portuguese, Russian, Serbo-Croatian, Spanish, Swedish, Turkish, and Uzbek. Other capabilities can be acquired if there is a demand, and LAS will endeavor to meet all requirements for language training.

One problem which has emerged as definitions of requirements become more precise is that of efficient and

reliable testing of language proficiency. The Inter-agency Language Round Table has undertaken a joint effort to solve some of the difficulties involved in large-scale language testing by launching a pilot research and development project to produce recorded and written proficiency tests; tests developed by the Modern Language Association of America under an NDEA grant are the basis for this research. The project was launched last July with CIA acting as the contracting agent for the production of four tests, two each in French and Spanish. This \$70,000 project is financed jointly by the Agency and AIB. Preliminary testing was accomplished in April this year and final versions will be available by the end of December. Under an extension of the same contract, arrangements are being made for the Defense Department to provide funds for the development of similar tests in Russian.

testing

It is hoped that additional funds will be made available from other government agencies, and ultimately from the Office of Education, which will give us reliable standard tests in the 10 most commonly used languages. The costs of these tests will be approximately \$350,000; the cost of providing tests in 32 priority languages comes to \$1,550,000. If these financial problems can be solved by joint effort, these standard tests will not only aid in solving some of our own pressing language training problems but will also provide government-wide standards of linguistic proficiency. This in turn will make possible further cooperation among government agencies in this field and will aid in communicating government needs to the

Half the world's population can neither read nor write... this means that communication with these people is possible only through the spoken word, precisely the area in which the U.S. is weakest.

academic community upon which we depend for development of many of the linguistic skills we will need in the coming years.

Another fruitful area for cooperation among government agencies in the field of language training is the development of programmed materials and automated instructional aids. This is a complicated and very costly enterprise and achievement of the desired results will require a high level of inter-agency cooperation. At present, the outlook is that success in the near future is possible in some limited-objective programs such as the teaching of reading and transliteration systems. A major breakthrough in the field of language training can be expected provided resources and effort are efficiently applied.

This brief survey of government efforts in the language training field serves mainly to indicate the direction in which we are moving. CIA has been able in the past to exercise considerable leadership in this field and hopes to maintain this position in the future.

RUSSIAN	ENGLISH
АНА.....	Caught you, didn't I?
БАЛБИЕЧ.....	I find your story difficult to believe.
НЕЧ ШАС!	May I have a word with you, sir?
ЧЗАН?	Certainly. What can I do for you?
ОЖАЧ.....	I find that perfectly agreeable.
ОББЧББЧ!	My, what a charming girl!
ЗСЯАМ, БЦБ!	I'm growing weary of your company.

WHY IS A LANGUAGE LABORATORY ?

Practice is essential to understanding and speaking a foreign language. A competent teacher who makes the best possible use of classroom time and has access to good teaching materials can successfully provide the kind of practice required. But, given the present state of teacher training, by no means all teachers have native-like control of the language they teach. The language laboratory can provide many native voices. Even more important, it is difficult, often exhausting, for a live teacher to provide through countless repetitions the consistently authentic model and the carefully sequenced drill progression which efficient practice requires. The main purpose of the language laboratory is to provide this efficient practice.

There are more than 5,000 language laboratories in our public schools, perhaps 900 in colleges and universities, and the number increases yearly. But the mere presence of such an installation does not of itself guarantee the success of a school's foreign language program. Its presence may even be misleading, suggesting a basic change in theoretical and methodological orientation when none in fact exists. Shiny hardware may have been acquired as a status symbol, while traditional objectives and practices remain unchanged.

The usefulness of the language lab depends on many things. Teachers must be well prepared, and such teachers are still scarce. Special teaching materials, including tapes which exploit current theoretical advances, have only recently become available and must be constantly improved. Classroom and lab must work together. The equipment must produce high quality sound and continue to do so. Most important of all, parents and teachers alike must come to value success in understanding and speaking a new language. Most students already do so, but lose their enthusiasm when they find themselves still graded primarily on what they write on paper.

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The CIA Language Development Program

AIM The purpose of the Agency's Language Development Program is to develop those foreign language skills which are needed to discharge the mission and functions of the Agency. Under this program it is the responsibility of the Deputy Directors to determine current and projected requirements for language competence, and OTR's responsibility to meet the requirements by providing language training internally or, in rare cases, arranging it in outside institutions. The program also provides for testing of language competence and monetary awards for achievement of language proficiency.

DIRECTED Language training in the Agency takes two forms, directed and voluntary. Directed training is taken during duty hours, as an official duty assignment. Voluntary training is taken during off-duty hours; it may be in one of the early morning or evening programs offered by OTR, or it may be in an outside language school on the employee's own time.

VOLUNTARY

RECORDS The basic document on Agency language competence is the Language Qualifications Register (LQR). This roster of language skill contains the results of any language proficiency tests taken by an employee and/or the untested language skill he claims (on Form 444c, language data supplement to the Personal History Statement). Every employee is expected to complete a 444c whether or not he has a language proficiency, and every employee who claims competence in some language is expected to take a proficiency test. Results of the tests, when entered in the LQR, are useful to supervisors and career boards in planning and determining personnel assignments.

TESTS Two types of language tests are given, aptitude and proficiency. One or the other of these types may be used to determine potential for satisfactory language study, qualification for an award, possession of language requirements for certain positions in the Agency, and most suitable level or type of language training.

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The Foreign Language Aptitude Test Battery (FLATB) is given by the Assessment and Evaluation Staff of the Medical Staff and is required of all employees beginning Agency language training, directed or voluntary, for the first time. The half-day FLATB is given at 1300 hours every Monday; call extension 6282 to arrange to take the test.

Foreign language proficiency tests are for those who already have some knowledge of a language and are designed to test how well a person reads, writes, or speaks that language. All Agency language proficiency testing is now done at the OTR Language and Area School, Room 2292, Washington Building Annex, Arlington Towers. Testing begins daily at 0915; Training Officers should make arrangements for tests directly with the LAS Testing Branch, extension 2871. At the time he is tested, each employee fills out Form 1273A; results of his test are then entered on this form and it is sent to the Admissions and Information Branch (AIB) of the OTR Registrar Staff for entry into the LQR and, if requested by the employee, for evaluation of eligibility for a proficiency award.

Monetary awards are given for achievement, through voluntary training, of intermediate or high proficiency in an awardable language. AIB bases its judgment of eligibility for an award on the information contained in Form 1273A, compared with previous test results and claimed competence, and sends the form on to the individual's Career Service Board for approval or disapproval; the Career Service Board must determine whether the language proficiency achieved is of current or potential use to the Agency. If the award is approved, the Registrar authorizes payment. No awards are given for achievement of proficiency through directed training, nor are any awards given for proficiency in French, German, Italian, or Spanish. Languages are no longer grouped by degree of difficulty; the award for Portuguese is the same as the award for Chinese. There are exceptions for personnel away from Headquarters; see [redacted] 11 March 1963.

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**VOLUNTARY
PROGRAM**

The Voluntary Language Training Program (VLTP) offers an opportunity for off-hours (before and after duty hours) language training to those who for any reason cannot be released for directed training during duty hours, or for those who have plenty of lead time before a projected assignment in which they will need a language skill. It is also an opportunity to make a valuable beginning in preparation for later directed training. The VLTP curriculum, methods, texts are the same as those used in the duty-hour language classes.

The Foreign Language Aptitude Test Battery is required for students beginning language study for the first time; a proficiency test is required of any who wish to enter the program above the basic level.

Application for the VLTP is made on a Form 73, just as for any other OTR course; completion of all items on the form is necessary. Questions on requirements for and placement in the VLTP should be addressed to the coordinator of the program on extension 2470; questions on registration should be addressed to Admissions and Information Branch, extension 5517.

The VLTP currently needs instructors in French, German, Russian, and Spanish. Anyone who when tested shows high or native proficiency in one of these languages and who believes he can handle a class or serve as a drill-master is invited to apply. Compensation is at the rate of 15 hours for 10 hours of class and preparation.

**LANGUAGE
LABS**

Two language labs are maintained by the OTR Language and Area School (LAS), one in Room 1D-1605 at Headquarters and the other at the Arlington Towers site of LAS. These labs are open to all Agency employees, whether or not they are enrolled in a language course, at the following hours:

Headquarters: 0700-2000 Monday thru Friday
1000-1400 Saturday

Arl. Towers: 0800-1800 Monday thru Friday

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In each of the labs there is a library of tapes providing exercises at the basic, intermediate, and advanced levels of about 50 languages; texts to accompany the tapes are available. Tapes may not be borrowed from the labs; however, sets of phonograph records in many languages are available for loan. Foreign-language newspapers, magazines, and other material may be taken from the lab.

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The Peace Corps will probably have an important effect on American linguistic and language disciplines in the years soon to come. Before they become volunteers overseas all Peace Corps trainees are given 10- to 15-week intensive courses in American universities and like institutions. During the training period a large portion of the time is now devoted to the development of a minimum oral familiarity in a selected language. Contracting institutions have thus far developed intensive training programs for minimum oral facility in 33 languages. Depending on their living conditions and their duties, many volunteers go on to achieve extensive facility.

In the near future, 2000 people with two years of intimate overseas experience will be returning to the United States every year. For many of them the unique intimacy of their service will have included intensive and unusual experience with local dialects and languages and with the problem of communication between these and the contemporary standard European languages. A considerable corpus of new basic and applied knowledge could be forthcoming. At the very least a major language resource is obviously going to be available soon in America which will top that resulting from any previous mass flow of Americans to other countries. (From LINGUISTIC REPORTER, April 1963)

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EXTERNAL PROGRAMS

FSI LANGUAGE SCHEDULE The Foreign Service Institute of the State Department will offer the following language courses. Starting dates and length of course are shown.

African (West)		
More'	3 Sep 1963	16 weeks
Bambara	23 Dec 1963	16 weeks
Fula	13 Apr 1964	16 weeks
Arabic		
	3 Sep 1963	24 weeks
	16 Mar 1964	24 weeks
Bulgarian		
	3 Sep 1963	44 weeks
Burmese		
	3 Sep 1963	24/44 weeks
Cambodian		
	3 Sep 1963	24/44 weeks
Chinese		
	3 Sep 1963	24 weeks
	16 Mar 1964	24 weeks
Czech		
	3 Sep 1963	44 weeks
Finnish		
	3 Sep 1963	24/44 weeks
French		
	15 Jul 1963	16 weeks
	12 Aug 1963	16 weeks
	9 Sep 1963	16 weeks
	7 Oct 1963	16 weeks
	4 Nov 1963	16 weeks
	2 Dec 1963	16 weeks

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French (cont.)	2 Jan 1964	16 weeks
	27 Jan 1964	16 weeks
	24 Feb 1964	16 weeks
	23 Mar 1964	16 weeks
	20 Apr 1964	16 weeks
	18 May 1964	16 weeks
	15 Jun 1964	16 weeks
German	15 Jul 1963	16 weeks
	9 Sep 1963	16 weeks
	4 Nov 1963	16 weeks
	2 Jan 1964	16 weeks
	24 Feb 1964	16 weeks
	20 Apr 1964	16 weeks
	15 Jun 1964	16 weeks
Greek	3 Sep 1963	24/44 weeks
Hebrew	25 Nov 1963	24/44 weeks
Hindi/Urdu	3 Sep 1963	24/44 weeks
	17 Feb 1964	24/44 weeks
Hungarian	3 Sep 1963	44 weeks
Indonesian	3 Sep 1963	24/44 weeks
	11 May 1964	24 weeks
Italian	12 Aug 1963	16 weeks
Japanese	3 Sep 1963	24 weeks
	17 Feb 1964	24 weeks
Korean	3 Sep 1963	24/44 weeks
	25 Nov 1963	24 weeks
	11 May 1964	24 weeks
Persian	3 Sep 1963	24/44 weeks
	25 Nov 1963	24 weeks
	11 May 1964	24 weeks
Polish	3 Sep 1963	44 weeks
Rumanian	3 Sep 1963	44 weeks
Russian	3 Sep 1963	44 weeks
Serbo-Croatian	8 Jul 1963	24 weeks
	3 Sep 1963	24/44 weeks
	17 Feb 1964	24 weeks

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Spanish	12 Aug 1963	16 weeks
	9 Sep 1963	16 weeks
	7 Oct 1963	16 weeks
	4 Nov 1963	16 weeks
	6 Dec 1963	16 weeks
	2 Jan 1964	16 weeks
	27 Jan 1964	16 weeks
	24 Feb 1964	16 weeks
	23 Mar 1964	16 weeks
	20 Apr 1964	16 weeks
	18 May 1964	16 weeks
	15 Jun 1964	16 weeks
Swahili	3 Sep 1963	26 weeks
Thai	3 Sep 1963	24/44 weeks
	16 Mar 1964	24 weeks
Turkish	8 Jul 1963	24 weeks
	3 Sep 1963	24/44 weeks
	17 Feb 1964	24 weeks
Vietnamese	8 Jul 1963	24 weeks
	3 Sep 1963	24/44 weeks
	17 Feb 1964	24 weeks

**ASIAN,
AFRICAN
STUDIES** Duke University will expand its South Asian studies program into a Center for South Asian Studies. The new Center will offer courses in Hindi-Urdu, in Sanskrit (in cooperation with the University of North Carolina), and in South Asian history, culture, and political Science, with emphasis on India and Pakistan. Professor Ralph Braibanti will be the Director of the Center.

Columbia University will expand its present program of African Studies into a new African Language and Area Center. Instruction in Swahili and Hausa will be provided as well as graduate-level courses in African area studies. Director of the Center will be Professor L. Gray Cowan of Columbia University.

**SINO-SOVIET
STUDIES** The Institute for Sino-Soviet Studies, George Washington University, has announced its program for the 1963 fall semester. The following seminars are offered (each carries three semester hours of credit):

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Pol Sc 215	The Sino-Soviet Bloc in World Affairs I
Pol Sc 220	Reading Course in Political Theory--the Political Thought of Socialism and Communism
Pol Sc 227	The East European Satellites
Pol Sc 230	Operational Techniques of International Communism
Pol Sc 263	Communist China's Role in the Communist Movement
Pol Sc 269	Soviet Foreign Policy
Pol Sc 288	Soviet Military Policy and Strategy
Pol Sc 296	The Communist Bloc in Far Eastern International Politics
Econ 267	The Soviet Economy
Geog 266	The Sino-Soviet Area (A Geographic Study)
Hist 247	Reading Course in Russian History
Hist 295	The History of the Modern Far East
Psych 259	Social Psychology of Communism

The following two seminars are offered jointly by The George Washington University and American University and will be given at AU this fall:

Pol Sc 229	Ideological Aspects of Chinese Communism
Hist 287	Background of the Chinese Revolution

In addition, research on the projects listed below is in progress or scheduled to start in the fall of 1963. Students interested in acting as research assistants in the projects marked with an asterisk should contact Dr. Kurt London, Director of the Institute.

Economic Relations Between Peking and Moscow
***Communist Political Patterns and Policies**
Communications Media in the Communist Bloc
The Soviet Theory of International Law
***Some Aspects of Sino-Soviet Relations**
***U. S. - Chinese Relations**
***Communism in the New States**
***Problems of Contemporary World Politics: the Communist Bloc in International Relations**

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SPACE STUDIES Brevard College at Melbourne, Florida, offers B. S. degrees in Electrical Engineering and in Mathematics and M. S. degrees in Space Technology and in Applied Mathematics. Starting as an evening school of engineering in 1958 with 150 students from the Air Force Missile Test Center, Brevard has expanded to university operations and in the fall of 1962 opened its doors to day students. 1962-63 enrollment: 670.

Catholic University, Washington, D. C., has established a Division of Space Sciences and Applied Physics in its School of Engineering and Architecture. The Division will train space scientists, applied physicists, fluid physicists, and aerospace engineers for Bachelor's, Master's, and Doctor's degrees. It will offer the first courses in solar and lunar physics.

With the establishment of NASA's Center in Houston, Texas, Rice University and the University of Houston have undertaken curriculum revisions to accommodate the Space Center. Rice has established a department of space science that will offer Master's and Doctoral programs. Houston is housing the NASA computing center until the Spacecraft Center is completed and has developed courses in computer technology.

APPLIED SCIENCE The University of California announces the formation of a Department of Applied Science. The new department will be a unit of the College of Engineering at Davis and will utilize the facilities and staff at Davis and at the Lawrence Radiation Lab at Livermore. The aim is to train men who are engineers and scientists, prepared in areas where applied science and inventive engineering meet; the boundaries between the several disciplines will be subordinated, and there will be full integration of engineering with mathematics, physics, and chemistry. Staff and equipment will be available for research in such fields as plasma physics, computer techniques and utilization, behaviour of materials at pressures beyond a million atmospheres, chemistry of metals and ceramics, reactor physics, nuclear physics, and radiochemistry. Class work will be taken at either Davis or Livermore; thesis work will be concentrated at Livermore.

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UCLA **UCLA is offering several summer short courses:**
SHORT
COURSES **Guidance and Control of Re-entry Vehicles,**
 5-16 August
 Survey of Communication Theory, 5-16 August
 Free Flight Motion of Symmetric Missiles,
 26-30 August

**REGISTRATION
FOR
EXTERNAL
PROGRAMS** Applications for external training under Agency auspices should be sent through Training Officers to the Chief of the External Training Branch, OTR, extension 5231. An employee who wants to take outside courses at his own expense is required to make arrangements in accordance with the provisions of [redacted] paragraph 7e.

25X1A [REDACTED] paragraph 7e.

25X1A mation Branch of the OTR Registrar Staff; call [REDACTED] 25X1A [REDACTED] extension 5517, or come in person to Room GC-03. AIB maintains a collection of catalogues, brochures, directories, and other publications of academic, commercial, and government institutions. Class schedules of local universities are available.

Form 136 (Request for External Training) is being revised to meet new requirements of the Comptroller and to make the information on the form more complete and uniform for computer input. In the meanwhile, on the current Forms 136, please make the following additional entries: after the applicant's name, enter his serial number; in Item 3, instead of age, give date of birth; in Item 6, add applicant's service designation.

ENGINEERS' SEMINAR The Pennsylvania State University, in cooperation with the Susquehanna Valley Chapter of American Institute of Industrial Engineers, will hold a seminar on Queuing, Monte Carlo, and Industrial Engineering from 16 to 20 September. The seminar will stress current industrial engineering practices.

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EXTERNAL PROGRAMS

**MANAGEMENT
SCIENCE
PROGRAMS** The U. S. Civil Service Commission has announced the programs in Management Science which it will offer during the fiscal year 1964. The schedule is:

For GS-15's and above

Senior Seminar in the Management Sciences---
9-13 Dec; 9-13 Mar
Executive Seminar in ADP---14-15 Nov; 9-10 Jan;
2-3 Apr
Executive Seminar in Operations Research---
23-24 Sep; 6-7 Jan; 13-14 Feb
Executive Seminar in the Behavioral Sciences---
27-29 Jan; 22-24 Apr
Executive Seminar in Management Information
Systems---21-22 May

For Middle Managers

ADP Orientation---9-13 Sep; 4-8 May
Management Sciences Orientation---7-11 Oct
Operations Research Orientation---4-8 Nov
Scientific and Technical Applications of ADP
15-19 June
Introduction to ADP in Financial Management---
26-27 Sep; 17-18 Feb
Introduction to ADP in Personnel Management---
14-15 Oct
Introduction to ADP in Supply Management---
24-25 Oct
Introduction to ADP in Technical Information
Systems---21-22 Nov
Advanced Seminar in ADP & Financial Manage-
ment---2-5 Dec; 6-9 Apr
Advanced Seminar in ADP & Personnel Manage-
ment---16-19 Dec
Advanced Seminar in ADP & Supply Management---
20-23 Jan
Advanced Seminar in ADP & Technical Information
Systems---16-19 Mar
Systems Analysis Seminar (15 weekly half day ses-
sions)---18 Sep-15 Jan; 4 Mar-10 Jun
Field Work Program in Systems Analysis (15 week-
ly half day sessions)---11 Feb-19 May

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For Management Interns

ADP Orientation for Management Interns---
24-28 Feb

These programs are described in the CSC BULLETIN OF INTERAGENCY TRAINING PROGRAMS. Copies of the BULLETIN are available in the offices of all Training Officers and in the Office of the Registrar, OTR (GC-03, x5517.)

LOAN PUBLICATION Copies of "Overseas Management and the Local Community," an American Management Association publication, are available on loan from the Registrar Staff, OTR, GC-03, extension 5517. This bulletin grew out of a series of efforts on the part of the author, Kenneth L. Heaton, an industrial psychologist, to help industrial units in various foreign economies to achieve a competitive position in desired markets.

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OFFICE OF TRAINING DIRECTORY

	Director of Training	Matthew Baird	1D-0418	7211
	Deputy Director of Training		1D-0418	7211
SCHOOLS	Intelligence School Briefing Officer		1D-0011	5963
	School of International Communism		1D-0023	5941
	Language and Area (Arl. Towers)		1D-1617	7371
	Language		2206 A. T.	3065
	Tutorial		2206 A. T.	2381
	Voluntary Program	25X1A	2206 A. T.	2873
	Area		2206 A. T.	2470
	Operations		2210 A. T.	3477
			GD-5321	5191
STAFFS	Junior Officer Program		1D-0009	6093
	Plans and Policy		1D-0410	6044
	Educational Specialist		1D-0423	6044
	Registrar		GC-03	5513
	Deputy Registrar		GC-03	5513
	Admissions and Information		GC-03	5517
	External Training		GD-2603	5231
	Support		1D-0420	7214

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SCHEDULES OF OTR COURSES

(through 31 December 1963)

Courses marked with an asterisk are given away from headquarters; registration closes two weeks in advance. All other registrations close the Wednesday before the course begins.

As other courses are scheduled by the Office of Training, they will be announced in OTR BULLETINS. For further information call Admissions and Information Branch, extension 5203 or 5517.

COURSE TITLE	DESCRIPTION	DATES		
Administrative Procedures	full time, 80 hours	8 Jul-19 Jul 25 Nov-6 Dec	16 Sep-27 Sep	14 Oct-25 Oct
Americans Abroad Orientation	hours vary		on request, call x3477	
Anticommunist Operations	part time, 80 hours		4 Nov-27 Nov	
Budget & Finance Procedures	full time, 80 hours	8 Jul-19 Jul	16 Sep-27 Sep	25 Nov-6 Dec
Cable Refresher	part time, 4 1/2 hrs		on request, call x5113	
China Familiarization	full time, 40 hours		in fall: dates undetermined	
CIA Introduction	part time, 3 hours		for EOD's, every Monday afternoon	
CIA Review	part time, 2 hours	9 Jul, 13 Aug, 10 Sep, 8 Oct, 12 Nov, 10 Dec		
CS Records Officer	part time, 20 hours	16 Sep-20 Sep	21 Oct-25 Oct	2-6 Dec

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COURSE TITLE	DESCRIPTION	DATES
CS Review	full time, 64 hours	30 Sep-9 Oct
Clerical Refresher	part time, 20-30 hours	1 Jul-26 Jul 5 Aug-30 Aug 9 Sep-4 Oct 14 Oct-8 Nov 18 Nov-13 Dec (typing pretests given every Wednesday morning before course begins; shorthand pretests given every Thursday morning before course begins)
Communism--Introduction	full time, 80 hours	23 Sep-4 Oct 18 Nov-27 Nov
CP Organization & Operations	part time, 80 hours	7 Oct-1 Nov
Conference Techniques	part time, 24 hours	28 Oct-4 Dec
Counterinsurgency Program Planning	full time, 80 hours	23 Sep-4 Oct
CI Familiarization	full time, 80 hours	9 Sep-20 Sep 4 Nov-15 Nov
[REDACTED]	full time, first week; part time second and third weeks 80 hrs	14 Oct-1 Nov
	part time, 60 hours	14 Oct-1 Nov
	full time, 80 hours	7 Dec-18 Dec
Dependents Briefing	part time, 6 hours	6-7 Aug, 10-11 Sep, 1-2 Oct, 5-6 Nov, 3-4 Dec
Effective Speaking	part time, 24 hours	16 Sep-23 Oct

COURSE SCHEDULES

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COURSE SCHEDULES

COURSE TITLE	DESCRIPTION	DATES
Geography of USSR	part time, 120 hours	4 Sep-14 Oct
Info Reports Familiarization	part time, 40 hours	21 Oct-1 Nov
IRR&R	full time, 120 hours	23 Sep-11 Oct 18 Nov-6 Dec
*Instructor Training / SOD		8-12 Jul
Intelligence Production for JOTs	full time, 520 hours	28 Oct-10 Jan 64
Intelligence Research (Map and Photo Interpretation)	part time, 50 hours	7 Oct-8 Nov
Intelligence Research Techniques	part time, 144 hours full time, 160 hours	25 Nov-20 Dec (for all offices) 23 Sep-8 Nov (for OSI)
Intelligence Techniques for JOTs	full time, 120 hours	22 Jul-9 Aug
Instructor Training	full time or part time	on request, call x6044
Intelligence-Introduction	full time, 80 hours	5-16 Aug, 9-20 Sep, 4-15 Nov, 2-13 Dec(tent.)
Intelligence Review	full time, 80 hours	7 Oct-18 Oct
Language Courses	See pages	
*Management	full time, GS 11-13 GS-14 and above	4 Nov-8 Nov 21 Oct-25 Oct
*Management: Seminar in Management Practices	full time, 64 hours GS-14 and above	Possibility for fall

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25X1C COURSE TITLE

DESCRIPTION

DATES

	full time, 168 hours	26 Aug-19 Sep
	full time, 720 hours	16 Sep-24 Jan 64
	full time, 240 hours	16 Sep-25 Oct
	full time, 160 hours	19 Aug-13 Sep 28 Oct-22 Nov
	full time	22 Jul-1 Nov
Supervision	full time, 40 hours GS 5-10	30 Sep-4 Oct 2 Dec- 6 Dec
Travel Procedures	part time, 20 hours	
USSR-Basic Country Survey	full time, 80 hours	4 Nov-15 Nov
Writing Workshops	part time, 27 hours	
Basic		10 Sep-3 Oct
Intermediate (DDS only)		19 Nov-12 Dec
Intermediate		19 Nov-12 Dec
Advanced (NPIC only)		10 Sep-3 Oct
Advanced (For DDS GS-15 and above)		22 Oct-14 Nov
Correspondence		Register any time; use Form 73

(Pretests, Int. and Adv., Room GD-0426 on last Monday of month. To register, call extension 6282.)

COURSE SCHEDULES

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SEPTEMBER

OTR LANGUAGE COURSES

Language classes will be offered as indicated below if there is sufficient enrollment. Other languages will be offered if there is a requirement for them and to the extent that scheduling and instructor availability permit. Inquiries concerning instruction not listed here should be addressed to Language and Area School, extension 2873. (R--Reading S--Speaking W--Writing)

CHINESE

Basic RSW, full time (1600 hrs, 40 wks)
Intermediate RSW, full time (1600 hrs, 40 wks)
Advanced RSW, full time (1600 hrs, 40 wks)
Basic RW Phase I, part time (120 hrs, 20 wks)
Intermediate RW Phases I&II, part time (120 hrs, 20 wks)
Advanced RW Phase I, part time (120 hrs, 20 wks)

FRENCH

Basic RSW, full time (800 hrs, 20 wks)
Intermediate RSW, full time (400 hrs, 10 wks)
Basic RSW Phase I, part time (100 hrs, 10 wks)
Basic RSW Phase III, part time (60 hrs, 10 wks)

GERMAN

Basic RSW, full time (800 hrs, 20 wks)
Intermediate RSW, full time (400 hrs, 20 wks)
Basic RSW Phases I&II, part time (120 hrs, 20 wks)

PERSIAN

Basic RSW, full time (960 hrs, 24 wks)

RUSSIAN

Familiarization, part time (80 hrs, 20 wks)

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O C T O B E R

ARABIC

Basic Lebanese-Palestinian RSW, full time (1600 hrs,
40 wks)
Basic Classical R, part time (160 hrs, 40 wks)

EAST EUROPEAN LANGUAGES

Workshop R, part time (15 wks)

FRENCH

Basic R, part time (60 hrs, 10 wks)

ITALIAN

Basic RSW Phase I, part time (100 hrs, 10 wks)
Intermediate RSW Phase I, part time (60 hrs,
10 wks)

SPANISH

(Full time courses offered on request)
Basic RSW, Phases I&II, part time (100 hrs,
10 wks each)

RUSSIAN

Basic RSW, full time (1600 hrs, 40 wks)
Intermediate RSW, full time (520 hrs, 13 wks)
Advanced RSW, full time (520 hrs, 13 wks)
Familiarization, part time (24 hrs, 12 wks)
Basic RSW, part time, Phases I, II&III (120 hrs,
20 wks each)
Advanced RSW Phase I, part time (90 hrs, 15 wks)
Intermediate Seminar RS (40 wks)
Advanced Seminar RS (40 wks)
Basic R Phase I, part time (90 hrs, 15 wks)
Intermediate R Phase I, part time (90 hrs, 15 wks)
Intermediate Scientific & Technical R (15 wks)
Intermediate Economic & Political R (15 wks)
Basic R Special, part time (200 hrs, 40 wks)
Intermediate Interpreter, part time (90 hrs, 15 wks)
Advanced Interpreter R, part time (90 hrs, 15 wks)
Intermediate Refresher RSW, part time (45 hrs,
15 wks)
Intermediate Refresher R, part time (45 hrs, 15 wks)

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